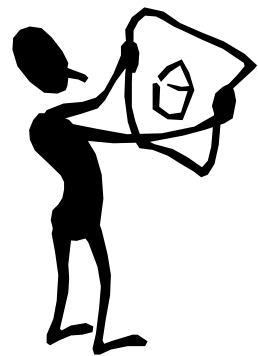


Assessments and Instructional Practices/Strategies: Step 1

Having crafted some preliminary objectives and/or outcomes for your course, it's time now to think about assessment methods and instructional strategies. For the purposes of this session, however, the focus is on assessment. At a later time, you are encouraged to complete the steps as they relate to layering on your instructional strategies.



Food for Thought:

1. Be strategic with the assessment (formative/summative) and instructional practices (teaching/learning) you select.
 - a. How can you use the assessments to cover content?
NB: You don't have to be responsible for everything!
 - b. How can you break the assessment(s) practices/learning tasks into smaller pieces/chunks (e.g., stepped or staged assignments)?
NB: This approach can assist students in pacing their work, staying on task, building their mastery with each step, and reducing the cognitive load¹ on students? It also spreads out the grading for you!
 - c. How can you involve students in the assessment process (i.e., themselves and/or their peers)? Make learning public?
NB: You don't have to do all the marking. Consider using the peer review function in Turnitin.com (campus-wide licence provided)

Getting Started: Step 1

1. For each learning outcome you previously prepared, identify **one** or **two** summative assessments (as appropriate) to achieve that outcome (e.g., research paper, essay, group presentation, case analysis, report, exam). Refer to the assessment strategies brochure for ideas and those shared by your peers.
2. For each assessment, identify **one** or **two** (don't limit yourself to two if you want to add more) **learning** exercises/activities/practices that will prepare the learner to be successful in meeting the expectations of your chosen assessment, while at the same time provide formative feedback (to you and the student) on their progress.

It may be helpful to brainstorm a list of different ways students can "practice" their skills and

¹ "Cognitive Load – see the following for more information

http://www.southalabama.edu/oll/mobile/theory_workbook/cognitive_load_theory.htm (quick primer)
http://pdfserve.informaworld.com/508029_770885140_784752400.pdf (journal article)

build their knowledge in a risk-free setting (e.g., problem sets, online research, case study). These activities can be graded or ungraded.

3. Once selected, consider which of these activities are **best** completed: in/outside of class; before/after class; online/offline; independently/with a peer/in groups.
4. For each assessment, identify **one** or **two** (don't limit yourself to two if you want to add more) **instructional** approaches/strategies/tools (e.g., lecture, film, background knowledge probe, worksheets) to support your assessments and practice learning opportunities.

It may help to brainstorm a list of the different ways that the necessary "informing" aspects (e.g., reading, lecturing, film) of the course can be accomplished, "when" they can best be accomplished (i.e., before, during, after class; online/offline), and if they are best done independently, with a peer, and/or in groups.

NOTE: A number of worksheets are available at the end of this document to assist you in thinking through assessment and instructional practices (teaching/learning). Use them as you see fit. Refer also to Foundations wiki for additional resources.

Step 2

1. Now that you have identified your assessments and instructional practices/methods (instructional/learning), critique them using the guidelines on the following page. Incorporate any changes to your instructional and assessment plan.
2. Partner up with someone at your table (if time) and explain your assessment and instructional plan. Don't hesitate to call on the session facilitators. Using the provided guidelines and the considerations listed on the previous page, provide feedback to one another. Have your outcomes close by for reference.
3. Fine-tune your course blueprint.

Guidelines for Critiquing Assessments/Practice Opportunities:

- Are your assessments aligned with your outcomes? Are they meaningful and relevant to the student? Do they aid students in understanding the core concepts and relationships on your map?
- Are there any outcomes for which you have not connected an assessment method, learning task and/or instructional practice? Is this an oversight or a reflection of the relevance of the outcome? Is it covered somewhere else? Does it need to be eliminated? Do your learning outcomes need to be revised?
- Do the learning tasks and instructional strategies/methods associated with each assessment provide sufficient opportunities to develop the requisite skills, knowledge, and attitudes

necessary to complete the assessment and achieve the desired learning outcome(s) successfully?

- Are there opportunities for **feedback** from you or student peers throughout the learning and assessment processes?
 - Do the assessments and practices fit your instructional context (face-to-face, online, hybrid) and the resources (e.g., TA support) available to you? Are there better choices?
 - Does the distribution of time and effort (yours and the students) reflect the importance of the outcomes and the weightings you have assigned? NOTE: For every contact hour in class, students should “ideally” be spending two to three outside-of-class hours of their time (non-structured) directed at course work. NOTE: if you are teaching a hybrid/blended learning course, face-to-face contact time may be reduced. In this case, consider contact time as structured learning that happens on- or off-line. Non-structured time scheduled by students would be extra.
 - Are there balance in and a variety of assessments and instructional practices across the learning outcomes?
 - Do your assessment and instructional practices/strategies take into account and reflect the variety of learning styles, abilities, and preferences of your students?
-

Getting Started: Who does what?

Outcomes K=Knowledge, S=Skills, V=Values	Instructor Tasks	Student Tasks

Mapping Outcomes – Option “A”

Outcomes	Teaching/Learning Methods				Assessments	
	What instructor does		What student does		Tasks	Criteria
Knowledge 1. 2. 3.						
Skills 1. 2. 3.						
Values 1. 2. 3.						

Mapping Outcomes – Option “B”

	Methods		
Learning Outcomes	Instructional – informing <i>- “T” = teacher directed</i> <i>- “S” = student directed</i>	Learning - practice <i>(activities/application)</i>	Evaluation/Feedback <i>(formative – ongoing)</i> <i>(summative - end)</i>
Knowledge			
Skills			
Values			

Mapping Objectives: Bringing It Altogether

Learning Outcome	In-class Time		Out-of-class time (online/offline)		Amt of Time	% of Grade
	Informing <i>"T" =teacher directed</i> <i>"S" =student directed</i>	Practice <i>- Activities</i> <i>- Application</i>	Informing <i>"T" =teacher directed</i> <i>"S" =student directed</i>	Practice <i>- Activities</i> <i>- Application</i>		
Knowledge						
Skills						
Values						

